

# 23rd Annual Vermont Kindergarten Conference

Friday, March 27, 2015

Hilton Hotel, Burlington, VT

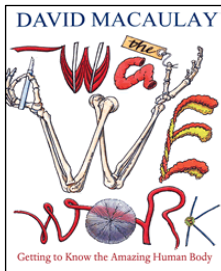
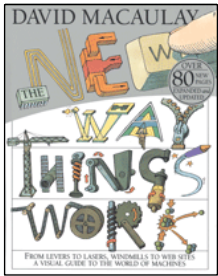
The Vermont Kindergarten Conference offers kindergarten teachers, administrators, early educators, students in educator preparation programs, and others an opportunity to gather, network, learn, and celebrate.

**8:00 - REGISTRATION & CONTINENTAL BREAKFAST**

**8:45 - WELCOME**

**9:00 - Keynote Address**

## Drawing to Learn



I learned to draw from a teacher who didn't care about the subject matter.

The class was called 'life draws', which as you can imagine meant working from a human model. I preferred to draw old bridges, statues and trees, pigeons and manhole covers, anything in fact, that wasn't human. (It still shows in my drawings of humans.)

Ever since that class I have spent most of my time not only learning to draw better but drawing to learn, to see better, to make some kind of sense of the world around me.

Drawing is all about asking questions of a subject, questions you wouldn't even think to ask if you hadn't decided to devote a little time to sitting in one place for a while and just looking. Drawing is not necessarily about art. When I decided to become an illustrator I simply took 'drawing to learn' to the next logical step - drawing to communicate what I had learned. If I made any 'art' along the way, so be it.

With each book I like to think I've made some progress, but it isn't getting easier.

Every project gets longer. The same cannot be said for my life which is slightly problematic. Perhaps the questions I'm now asking of my subjects are deeper or more personal. Not just what and how, but why. Who knows? Maybe you do? Perhaps you can help me figure it out.

## **Keynote Presenter: David Macaulay, Author**

David Macaulay has been writing and illustrating books for four decades and it isn't getting any easier. He has been lucky enough to receive plenty of encouragement along the way, from a Caldecott medal to a MacArthur Award. But with that encouragement comes the responsibility of continually having to earn it. This has meant taking on more difficult projects, such as the human body, while at the same time being less easily satisfied with both the questions he asks and the answers he comes up with.

**10:15 - 10:30 - Break**

**10:30 —12:30 - WORKSHOP SESSION I**

## **A. Seeing How Things Work**

For the past forty years I've been making books that help people see various aspects of the world around them, from the architecture and planning of our cities and buildings to the systems behind technology and inside the human body. It's been a fairly self-indulgent experience in that I've always chosen to explain things that interest me and kept my fingers crossed that if I do it right I can engage an audience. As Kindergarten teachers, I'm guessing you don't have the same luxury of being able to choose what you want to teach and ignoring the rest. Your responsibilities are much greater than mine, but in our differing ways we share a commitment to opening eyes, encouraging curiosity and battling complacency. We are all educators in the fullest sense of that word which means we are also students. The joy of what I do comes from being able to ask questions, endlessly and in that sense I'm much more like your five year olds than like any of your teachers. My goal for this workshop is to try to be useful, but only you can make that possible. I'll talk a little more about what I do, what I've learned, what I think has been

successful and what hasn't. Your requirement is to bring your questions and your most intense brain picking skills to ferret out from my experience whatever might resonate in yours.

And I will probably ask you to draw.

**Presenter:**

**David Macaulay**, Author

## **B: Effective Transitions to Kindergarten to Enhance School Readiness**

The transition to kindergarten is a time of changing demands and expectations for children and their families. Because children who struggle with this transition are at greater risk for academic failure and social adjustment problems, working to create successful transitions is a worthwhile investment. In this interactive workshop, you will learn about what we know from research and practice about children's transition experiences and how they can affect school success. You will have opportunities to discuss and reflect on current practices and consider next steps to move forward.

**Presenter:**

**Beverly Sweeney**, Head Start National Center on Quality Teaching and Learning

## **C. Making Yoga a Meaningful Part of Your Daily Curriculum**

Welcome to yoga for children! Please join us to learn about using yoga with young children in your classroom or program. Yoga provides opportunities for children to learn basic yoga poses and breathing techniques that will help even our youngest students thrive in our ever busier world. There are many ways to adapt yoga to your setting whether it's 15 minutes at morning meeting or 15 seconds during transitions! In this workshop we'll cover warm-up activities, breath work, songs or chants, yoga poses, partner poses, games/ creative movement, and relaxing visualizations. These are strategies that help children develop adaptability, self-esteem, courage, a healthy body and a calm and confident mind. This fun and informative workshop will provide you with a mindful moment during the conference and you'll leave with practical tools and techniques to take back to your educational setting.

**Presenter:**

**Becky Crandell**, former PreK and K teacher, Certified Yoga Trainer, Certified in ChildLight Yoga, and Radiant Child Yoga

## **D. Best Practices for Early Mathematics**

Join in this interactive workshop to experience how early childhood best practices for mathematics instruction should focus on the meaningful learning of both skills and concepts, involve a combination of informal and child-centered activities and formal teacher-centered instruction, and help children move from the concrete to the abstract. Our work together will include discussions and hands-on activities that address curricula, instruction, and formative assessment.

**Presenter:**

**Tracy B. Watterson**, M.Ed/AOE Elementary Mathematics Assessment Coordinator

## **E. Now You Know How ( ) Works!**

Kindergarten students explore items of interest to learn how they work, and then write about them to inform others. We will focus on formative assessment throughout the process and use David Macaulay's books as mentor text to guide the writing.

**Presenters:**

**Emma Thomas**, Kindergarten Teacher, Barre Town Middle/Elementary School

**Lindy Johnson**, Literacy Coordinator, Barre Supervisory Union

## **F. We Built this Classroom...we Built This Inclusive Classroom on DEC Recommended Practices!**

The newly revised Division for Early Childhood Recommended Practices (DEC RPs) in Early Intervention/Early Childhood Special Education (DEC RPs) are ready to rock-n-roll, but you may have many questions before incorporating them into your kindergarten classroom. Presenters of this workshop will provide an overview of (1) the history and revision of the DEC RPs, (2) how the DEC RPs *build upon* NAEYC's (National Association for the Education of Young Children) Developmentally Appropriate Practices, and (3) how the DEC RPs fit within the DEC/NAEYC joint position on *constructing* high-quality inclusive environments. Focused attention will be given to the Environmental and Transition Practices. Teachers will learn practical strategies for supporting kindergartners with developmental delays and disabilities from day one!

**Presenters:**

**Lori Erbrederis Meyer**, Assistant Professor of Early Childhood/Early Childhood Special Education, University of Vermont

**Kate B. Rogers**, Early Childhood Special Education/619 Coordinator & Early MTSS Co-Coordinator, Vermont Agency of Ed.

**Jacqueline Sprague**, Faculty in the Division of Education and Human Studies, Champlain College

**Jennifer Hurley**, Associate Professor of Early Childhood Special Education, University of Vermont

12:30–1:30 - LUNCH *and Book Signing: David Macaulay will sign his books either those on sale at the conference or bring your own copy.*

1:30—3:30 - WORKSHOP SESSION II

### **A. Constructing Kindergarten Classrooms that Support Peer Relationships: Can We Design Environments that Are Built to Last?**

Drawing inspiration from our keynote and conference theme, teachers attending this workshop will learn about *the way friendships work* to support positive academic and social outcomes for young children, particularly kindergartners with developmental delays, disabilities, or who are dual language learners. Findings from recent studies inquiring whether current kindergarten classrooms are *built to encourage lasting friendships* for young children with limited peer interaction skills will be shared. Together, we'll use *design-thinking* methods to address current challenges facing teachers hoping to support all children's social competence and think of *new ways to support peer relationship development* in kindergarten.

#### **Presenters:**

**Lori Erbrederis Meyer**, Assistant Professor of Early Childhood/Early Childhood Special Education, University of Vermont  
**Eugene Korsunskiy**, Coordinator of Design Initiatives in the College of Arts and Sciences, University of Vermont

### **B "What's in it For Me?"**

Early MTSS is a tiered framework of universal promotion, prevention and intervention that delivers a comprehensive range of evidence based practices and strategies to support early childhood practitioners and families and with the goal of improving early learning, social and emotional well-being and competence for Vermont's young children birth thru age 8. Early MTSS is professional development that is delivered through a Train-Coach-Train model which focuses on enhancing learner knowledge, skill and use of evidence based practices at each tier level to fidelity of the model. Aligning with K-12 MTSS and Positive Behavior Supports, this model supports a birth through grade 12 continuum. Participants will engage in highlighted strategies and practices for each of the tier levels. Participants will also be informed about upcoming Early MTSS training cohorts and how it will benefit your program and ultimately children and families.

#### **Presenters:**

**Jackie Sprague**, Agency of Education Early MTSS Trainer and Coach  
**Kate Rogers**, Agency of Education Early MTSS Co-Coordinator

### **C. The New Vermont Early Learning Standards In Action**

The new Vermont Early Learning Standards (VELS) are near completion. They reflect the full Infants through 3<sup>rd</sup> Grade continuum of early childhood education. The new VELS incorporate the Head Start Child Development and Early Learning Framework, the Common Core English Language Arts and Mathematics standards, and the Next Generation Science Standards. What will these new VELS look like in practice? What implications will they have for educators? This workshop seeks to answer both of these questions by bringing the new VELS to life.

#### **Presenters:**

**Dee Smith**, Early Childhood Program, University of Vermont  
**Lori Dolezal**, Elementary Language Arts Assessment Coordinator, Vermont Agency of Education  
**Manuela Fonseca**, Early Education Coordinator, Vermont Agency of Education

### **D. Making Yoga a Meaningful Part of Your Daily Curriculum**

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#### **Presenter:**

**Becky Crandell**, former PreK and K teacher, Certified Yoga Trainer, Certified in ChildLight Yoga, and Radiant Child Yoga

### **E. Integrating Science and Literacy Using Informational Texts**

The Common Core State Standards call for increased attention to complex informational texts. In this presentation, we will discuss the benefits and challenges of using informational texts to help students build content knowledge and develop early

reading skills. We will also share some specific examples of things we have done to integrate science and literacy instruction in the kindergarten classroom. The focus will be on finding concrete, practical ways to enhance both science and literacy instruction through the use of informational texts

**Presenters:**

**Juliet Halladay**, Assistant Professor in Education, UVM

**Danielle Weidman**, Edmunds Elementary

**F. Makerspace in Kindergarten: What, Why and How**

This interactive workshop will discuss incorporating Science, Technology, Engineering, Arts/Design, and Mathematics (STEAM) into your classroom through different activities including setting up a makerspace. We will look at what the maker movement means in kindergarten along with how to incorporate programming and engineering into your curriculum. Be prepared to try your hand at programming the Bee-Bot or building with YOXO toys.

**Presenters:**

**Erica Bertucci**, St. Albans City School, STEAM teacher

**Lucie deLaBruere**, Adjunct UVM / Marlboro

**3:30 Adjourn**

**Registration Deadline - March 20, 2015**

**COSTS:** Registration \$110      Full-time Student \$55 (present Student ID)

*Those who are driving will be given a voucher for the parking garage (ask at registration table)*

**Link for Online Registration:** <https://creator.zoho.com/allisonkeating/kindergarten-conference-2015>

**Payment:** Make checks payable to "VAEYC" (VT Association for the Education of Young Children) and mail to:

Shirley Rawson  
Vermont Agency of Education  
219 N Main Street Suite 402  
Barre, VT 05641

Fax Purchase Orders to: Shirley at (802) 479-1829

**Questions?** Please email any questions to Shirley at:  
[shirley.rawson@state.vt.us](mailto:shirley.rawson@state.vt.us) or call her at (802) 479-1469